

10

World History
History-Social
Science Standard
10.4.3.



Visual Aids California Education and the Environment Initiative



New Imperialism: The Control of India's and South Africa's Resources

California Education and the Environment Initiative

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The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

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Key Partners:

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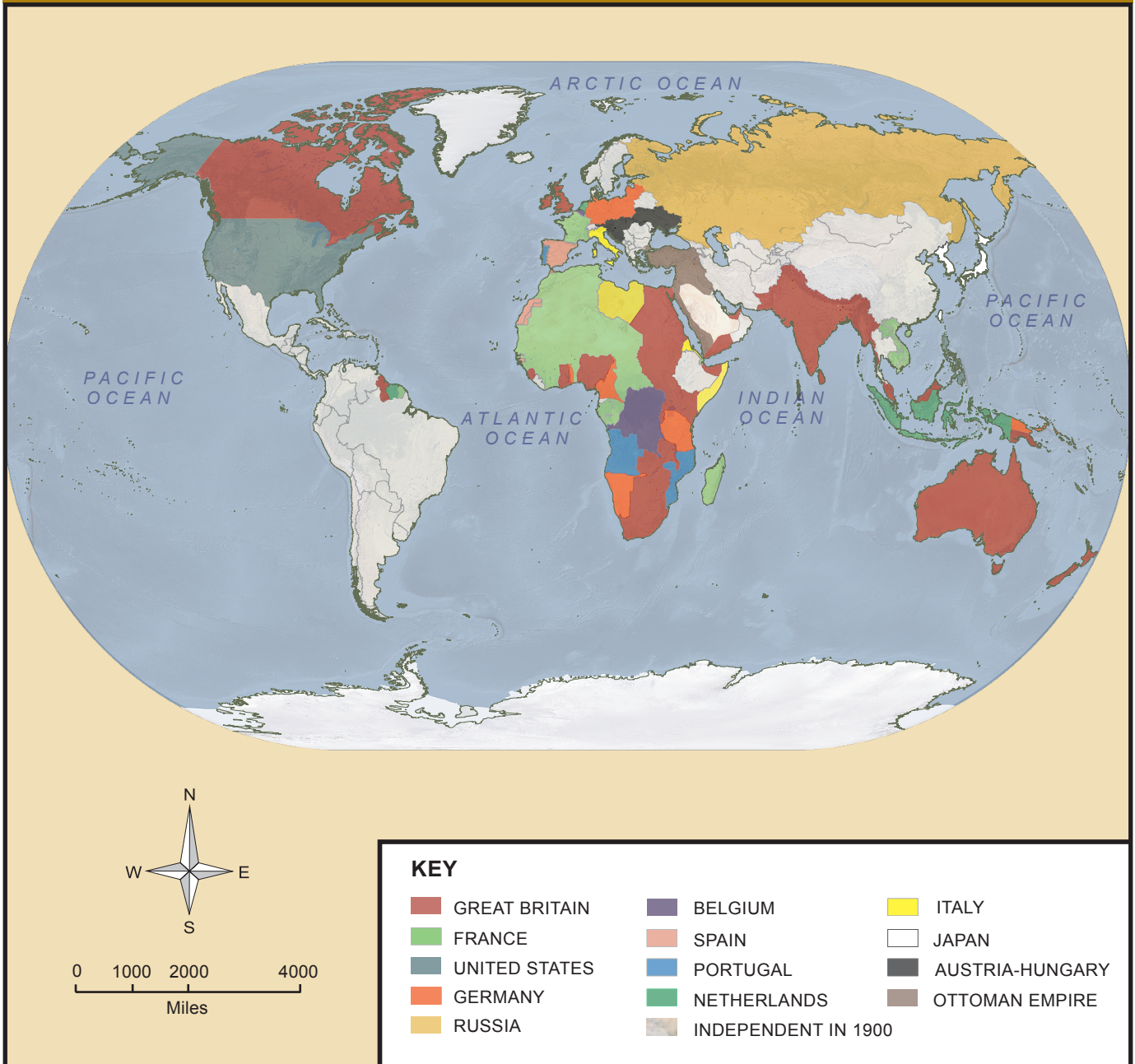
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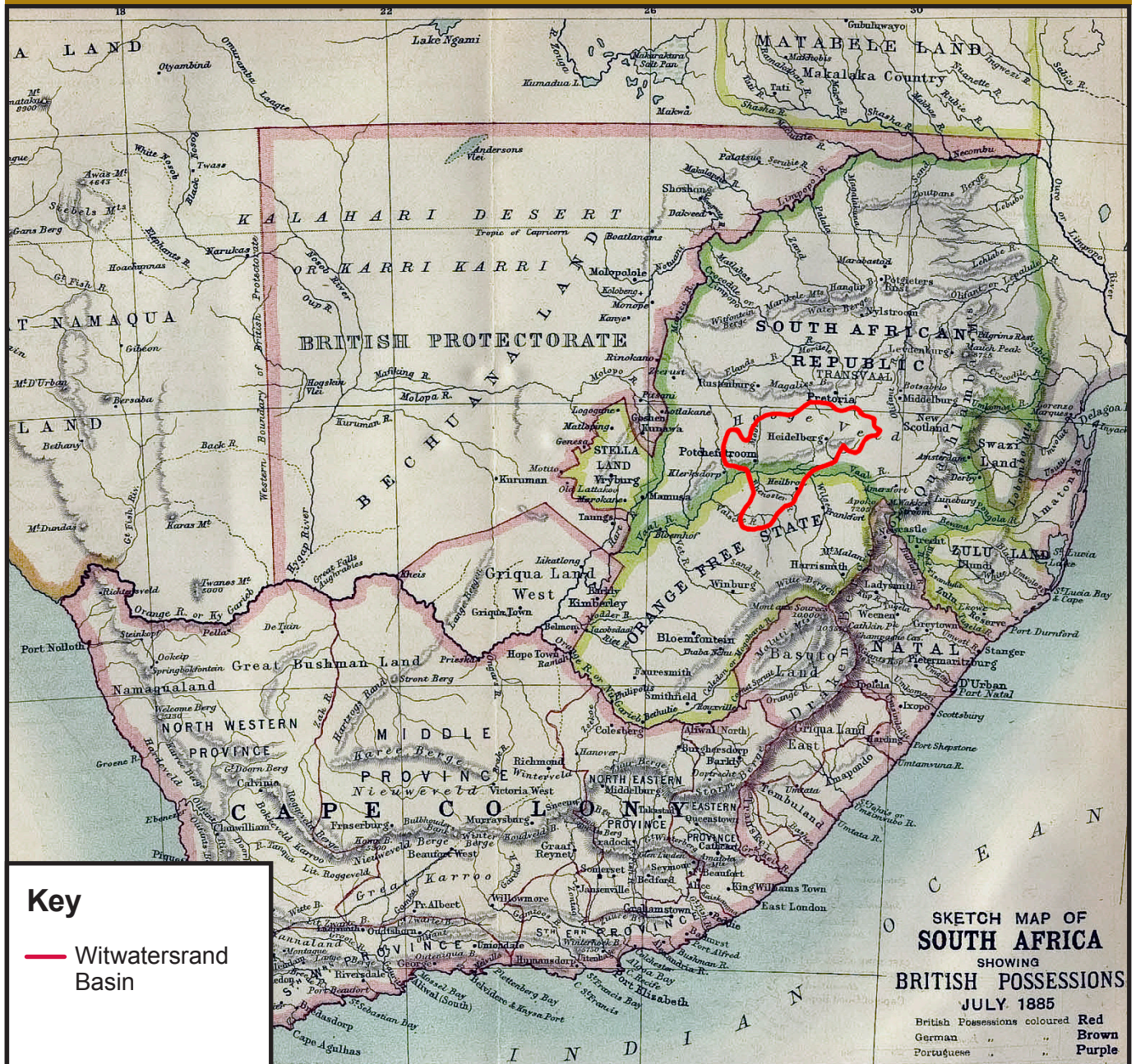
Lesson 6 Control of Resources in California, India, and South Africa

None required for this lesson.

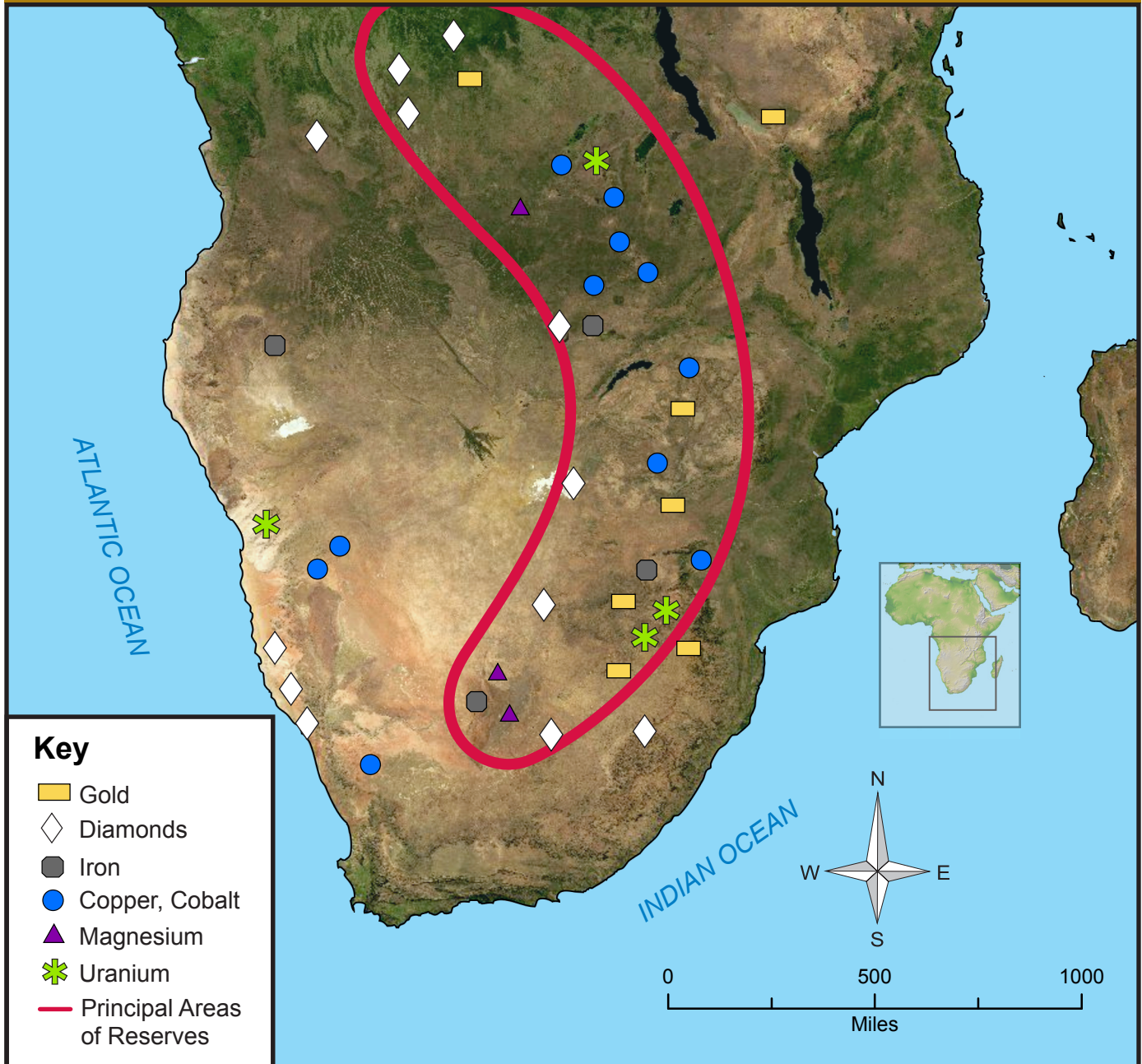
VA#1 New Imperialism



VA #2 Map of South Africa, July 1885



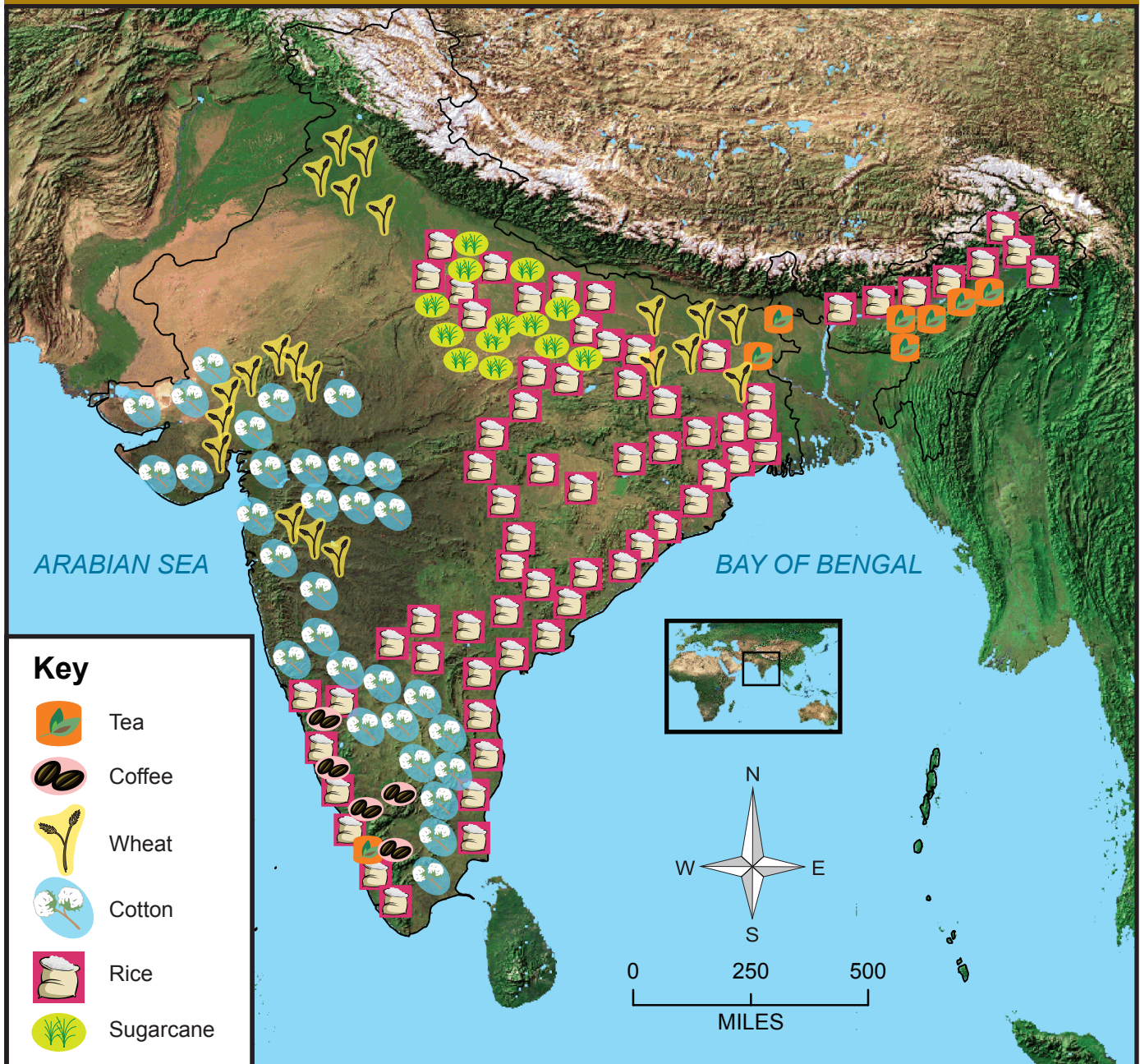
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VA #4 Pre-Colonial Map of India



VA #5 Cash Crops in India



VA #6 Transporting Raw Materials and Goods



VA #7 Direct Rule

	Advantages of Direct Rule	Disadvantages of Direct Rule
Colonized People		
Imperial Power		

VA #8 Indirect Rule

	Advantages of Indirect Rule	Disadvantages of Indirect Rule
Colonized People		
Imperial Power		

VA #9 India in the News 1

London Times

Final Edition

Hear About It Here First

Two Cents

British Control of India



British Indian Army

Many criticize British rule in India because its aims are not clear. That is to say, the British government and the British public have never sat down and decided exactly what they want to do with India. One reason for this is that British goals were unorganized from the beginning.

No one who has studied history would dream of arguing that the British went to India intent on helping the Indians. The British took direct control of India because the development of their trade depended on it. They drove out their European competitors and destroyed inefficient local administrations for the same reason. They extended their rule because every new conquest led to new dangers upon their frontiers.

Nothing was more disorganized, or more inevitable, than the British conquest of India. The British began a system of education but not because they wanted to educate their new subjects. Instead, they needed educated Indians to work in their administration. The British trained many to be colonial officials, but not because they wanted to teach Indians how to govern themselves. Instead, they knew that without Indian aid they could not develop their own rule. They taught Indians how to fight like them, only so the Indians could uphold British control. No, Britain never established clear goals for imperialism. The one thing the British public should know for sure is that British rule in India will never be abandoned or weakened.

Source: Adapted from the *London Times*, May 24, 1911

VA #10 India in the News 2

Article 1: “British Control of India”

(Adapted from the *London Times*, May 24, 1911)

Main Idea:

Perspective:

Does the article present the perspective of the Indians or the British? Why?

VA #11 Roles and Perspectives 1

Historical Figure	Role in conflict	Perspective toward British imperialism: For, against, or neutral
Lt. Colonel E. Clementi Smith, British Officer		
E. A. Rooke, British Forest Reserves Officer		
Lal Kalandar Singh, Cousin of King, Rebel		
King of Bastar		

VA #12 Roles and Perspectives 2

Historical Figure	Role in conflict	Perspective toward British imperialism: For, against, or neutral
Member of Parjas Tribe, Rebel		
Nursab Khan, Trader		
William Ward, British Missionary		
British Military Commandant		

VA #13 Perspectives on South Africa 1



VA #14 Perspectives on South Africa Questions 1

Image 1:

1. What do these photographs tell us about the natural systems and resources in Africa?
2. What do these photographs tell us about who controls the economic benefits of the natural systems and resources?

VA #15 Perspectives on South Africa 2



VA #16 Perspectives on South Africa Questions 2

Image 2:

1. How do these photographs represent the ways that goods were transported?
2. What can you see about how the people prepared and ate their food?
3. Who benefitted from the goods that were moved on the ship?

VA #17 Perspectives on South Africa 3



VA #18 Perspectives on South Africa Questions 3

Image 3:

1. According to the image, which group (British or Africans) have benefitted the most from the resources in Africa?
2. What does this image show about the British view of Africa and Africans?

VA #19 Perspectives on South Africa 4



VA #20 Perspectives on South Africa Questions 4

Image 4:

1. According to this photograph, who received most of the economic benefits from the resources in Africa?
2. What does this photograph tell you about the differences between the jobs that were held by the Europeans and the Africans?



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